

Educational Placement 2001-2002

Students are divided into two categories - students ages 3-5 and students ages 6-21.

STUDENTS AGES 6-22

<u>CODE</u>	<u>NAME</u>	<u>SETTING DESCRIPTION</u>	<u>POSSIBLE EXAMPLES</u>
01	Regular Class	Special education OUTSIDE THE REGULAR CLASSROOM for less than 21 percent of the school day or week. In a 30-hour week, this translates to less than 6.3 hours per week in a special education and related services setting.	<ul style="list-style-type: none"> • Regular class with special education/related services provided within regular classes. • Regular class with special education/related services provided outside regular classes. • Regular class with special education services provided in resource rooms.
02	Part-time Special Education	Special education OUTSIDE THE REGULAR CLASSROOM for at least 21 percent, and less than 60 percent of the school day or week. In a 30-hour week, this translates to between 6.3 and 18 hours per week in a special education and related services setting.	<ul style="list-style-type: none"> • Resource room with special education/related services provided within the resource room. • Resource room with part-time instruction in a regular class.
03	Full-time Special Education	Special education OUTSIDE THE REGULAR CLASSROOM for more than 60 percent of the school day or week, but are educated on the regular school campus. In a 30-hour week, this translates to greater than 18 hours per week in a special education and related services setting.	<ul style="list-style-type: none"> • Self-contained special classrooms with part-time instruction in a regular class. • Self-contained special classroom full-time special education instruction on a regular school campus.
04	Public Separate Facility	Education programs, including special education and related services, in public separate day school facilities for greater than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Public day treatment centers. • Public day treatment centers for at least 50 percent of the school day and in regular school buildings for the remainder of the school day.
05	Private Separate Facility	Education programs, including special education and related services, in private separate day school facilities, at public expense, for greater than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Private day treatment centers. • Private day treatment centers for at least 50 percent of the school day and in regular school buildings for the remainder of the school day.
06	Public Residential Facility	Education programs, including special education and related services, in public residential facilities for greater than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Montana School for the Deaf and Blind
07	Private Residential Facility	Education programs, including special education and related services, in private residential facilities, at public expense, for more than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Intermountain Children's Home • Shodair Treatment Center • Comprehensive Children's Services • Yellowstone Treatment Center
08	Homebound/ Hospital	Special and related services in homebound or hospital environment.	<ul style="list-style-type: none"> • Hospital programs. • Homebound programs.

STUDENTS AGES 3-5

<u>CODE</u>	<u>NAME</u>	<u>SETTING DESCRIPTION</u>	<u>POSSIBLE EXAMPLES</u>
11	Early Childhood Setting	All special education and related services are provided in educational programs designed primarily for students without disabilities. No services are provided in separate special education settings.	<ul style="list-style-type: none"> • Regular kindergarten classes • Public or private preschools • Head start centers • Child care facilities • Home/early childhood combinations • Preschool classes offered to eligible pre-kindergarten population by the public school
12	Early Childhood Special Education Setting	Special education and related services are provided in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in early childhood settings.	<ul style="list-style-type: none"> • Special education classrooms in regular school buildings • Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings • Special education classrooms in trailers or portables outside regular school buildings
13	Home	All special education and related services are provided in the principal residence of the child's family or caregivers.	
14	Part-Time Early Childhood/ Part-time Early Childhood Special Education Setting	Multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities, and (2) special education and related services are provided in programs designed primarily for children with disabilities.	<ul style="list-style-type: none"> • Home/early childhood special education combinations • Head Start, child care, nursery school facilities, or other community-based settings with special education provided outside of the regular class • Regular kindergarten classes with special education provided outside of the regular class • Separate school/early childhood combinations • Residential facility/early childhood combinations
15	Residential Facility	Special education and related services are provided in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.	<ul style="list-style-type: none"> • Montana School for the Deaf and Blind
16	Separate School	Special education and related services are provided in educational programs in public or private day schools designed specifically for children with disabilities.	
17	Itinerant Service Outside the Home	Special education and related services are provided at a school, hospital facility on an outpatient basis, or other location for no more than 3 hours per week, and may be provided individually or in a small group of children.	<ul style="list-style-type: none"> • Speech instruction for up to 3 hours per week
18	Reverse Mainstream Setting	Special education and related services are provided in educational programs designed primarily for children with disabilities but include 50 percent or more children without disabilities.	

TABLE 3
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

2001-2002 SCHOOL YEAR

STATE: MT - MONTANA

SECTION A: EDUCATIONAL PLACEMENT OF CHILDREN WITH DISABILITIES AGES 3-5

EDUCATIONAL PLACEMENT:	AGE				COMPUTED TOTALS
	3	4	5	TOTAL	
(A) EARLY CHILDHOOD SETTING	96	187	357	640	640
(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING	137	228	186	551	551
(C) HOME	4	5	3	12	12
(D) PART-TIME EARLY CHILDHOOD/PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING	34	86	211	331	331
(E) RESIDENTIAL FACILITY	0	0	1	1	1
(F) SEPARATE SCHOOL	0	1	0	1	1
(G) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)	41	69	37	147	147
(H) REVERSE MAINSTREAM SETTING (OPTIONAL)	1	3	0	4	4
(I) TOTAL	313	579	795	1687	1687
The order of the categories does not reflect a continuum from least to most restrictive. The categories are alphabetized, with the exception of the two optional categories, which are listed at the end.					
COMPUTED TOTALS	313	579	795	1687	

ED FORM: 869-4

STATE: MT - MONTANA

SECTION B: EDUCATIONAL PLACEMENT OF CHILDREN WITH DISABILITIES AGES 3-5

EDUCATIONAL PLACEMENT :	(A) EARLY CHILDHOOD SETTING	(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING	(C) HOME	(D) PART-TIME EARLY CHILDHOOD/PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING
DISABILITY	AGES 3-5			
MENTAL RETARDATION	2	9	0	4
HEARING IMPAIRMENTS	4	21	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	597	487	9	310
VISUAL IMPAIRMENTS	0	0	0	2
EMOTIONAL DISTURBANCE	2	2	0	0
ORTHOPEDIC IMPAIRMENTS	4	7	2	0
OTHER HEALTH IMPAIRMENTS	9	11	0	4
SPECIFIC LEARNING DISABILITIES	8	0	0	5
DEAF-BLINDNESS	0	0	1	0
MULTIPLE DISABILITIES	6	9	0	3
AUTISM	8	5	0	3
TRAUMATIC BRAIN INJURY	0	0	0	0
DEVELOPMENTAL DELAY*	-9	-9	-9	-9
TOTAL:	640	551	12	331

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

COMPUTED TOTALS

640

551

12

331

ED FORM: 869-4

STATE: MT - MONTANA

SECTION B (continued)

EDUCATIONAL PLACEMENT :	(E) RESIDENTIAL FACILITY	(F) SEPARATE SCHOOL	(G) ITINERATE SERVICE OUTSIDE THE HOME (OPTIONAL)	(H) REVERSE MAINSTREAM SETTING (OPTIONAL)
DISABILITY	AGES 3-5			
MENTAL RETARDATION	0	0	0	0
HEARING IMPAIRMENTS	0	0	2	0
SPEECH OR LANGUAGE IMPAIRMENTS	1	1	145	4
VISUAL IMPAIRMENTS	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	0
SPECIFIC LEARNING DISABILITIES	0	0	0	0
DEAF-BLINDNESS	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0
AUTISM	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0
DEVELOPMENTAL DELAY*	-9	-9	-9	-9
TOTAL:	1	1	147	4

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

COMPUTED TOTALS

1

1

147

4

ED FORM: 869-4

ORIGINAL SUBMISSION
CURRENT DATE: November 01, 2002

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO.: 1820-0517

FORM EXPIRES: 7/31/2004

2001-2002 SCHOOL YEAR

STATE: MT - MONTANA

SECTION C: EDUCATIONAL PLACEMENT OF CHILDREN WITH DISABILITIES AGES 6 -21

EDUCATIONAL PLACEMENT:	(A) CHILD WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS LESS THAN 21 PERCENT OF DAY BY AGE CATEGORY			(B) CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS AT LEAST 21 PERCENT OF DAY BUT NO MORE THAN 60 PERCENT OF DAY BY AGE CATEGORY		
	(1) 6-11	(2) 12-17	(3) 18-21	(4) 6-11	(5) 12-17	(6) 18-21
DISABILITY						
MENTAL RETARDATION	108	64	8	212	203	41
HEARING IMPAIRMENTS	42	36	9	21	26	1
SPEECH OR LANGUAGE IMPAIRMENTS	2754	239	6	214	84	3
VISUAL IMPAIRMENTS	15	6	1	7	14	1
EMOTIONAL DISTURBANCE	115	238	23	48	195	13
ORTHOPEDIC IMPAIRMENTS	24	10	3	6	12	1
OTHER HEALTH IMPAIRMENTS	276	430	25	143	271	17
SPECIFIC LEARNING DISABILITIES	1919	2968	311	1553	2246	171
DEAF-BLINDNESS	5	1	0	2	0	0
MULTIPLE DISABILITIES	48	40	5	45	64	8
AUTISM	46	13	1	31	15	3
TRAUMATIC BRAIN INJURY	6	18	5	10	18	0
DEVELOPMENTAL DELAY*	-9			-9		
TOTAL:	5358	4063	397	2292	3148	259

*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

COMPUTED TOTALS	5358	4063	397	2292	3148	259
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TABLE 3 (continued)
PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

2001-2002 SCHOOL YEAR

STATE: MT - MONTANA

SECTION C (continued)

EDUCATIONAL PLACEMENT:	(C) CHILD WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS MORE THAN 60 PERCENT OF DAY BY AGE CATEGORY			(D) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PUBLIC SEPARATE FACILITY BY AGE CATEGORY		
	(7) 6-11	(8) 12-17	(9) 18-21	(10) 6-11	(11) 12-17	(12) 18-21
MENTAL RETARDATION	153	277	69	0	0	1
HEARING IMPAIRMENTS	8	11	1	0	1	0
SPEECH OR LANGUAGE IMPAIRMENTS	38	15	3	1	1	0
VISUAL IMPAIRMENTS	1	0	0	0	0	0
EMOTIONAL DISTURBANCE	67	155	5	12	35	2
ORTHOPEDIC IMPAIRMENTS	3	5	5	0	0	0
OTHER HEALTH IMPAIRMENTS	30	80	5	0	7	0
SPECIFIC LEARNING DISABILITIES	85	334	29	3	21	1
DEAF-BLINDNESS	0	2	2	0	0	0
MULTIPLE DISABILITIES	76	143	34	1	9	0
AUTISM	46	38	3	0	0	0
TRAUMATIC BRAIN INJURY	0	5	5	0	0	0
DEVELOPMENTAL DELAY*	-9			-9		
TOTAL:	507	1065	161	17	74	4

*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

COMPUTED TOTALS	507	1065	161	17	74	4
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ED FORM: 869-4

TABLE 3 (continued)
PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

2001-2002 SCHOOL YEAR

STATE: MT - MONTANA

SECTION C (continued)

EDUCATIONAL PLACEMENT:	(E) CHILD WHO RECEIVED SPECIAL EDUCATION IN PRIVATE SEPARATE FACILITY BY AGE CATEGORY			(F) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PUBLIC RESIDENTIAL FACILITY BY AGE CATEGORY		
	(13) 6-11	(14) 12-17	(15) 18-21	(16) 6-11	(17) 12-17	(18) 18-21
MENTAL RETARDATION	1	0	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	8	21	7
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	0	0	0
VISUAL IMPAIRMENTS	0	0	0	4	2	4
EMOTIONAL DISTURBANCE	2	3	0	5	13	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	0	0	1	0	0
SPECIFIC LEARNING DISABILITIES	0	2	0	0	3	0
DEAF-BLINDNESS	0	0	0	1	0	2
MULTIPLE DISABILITIES	0	1	0	4	10	6
AUTISM	0	1	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY*	-9			-9		
TOTAL:	3	7	0	23	49	19

*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

COMPUTED TOTALS 3 7 0 23 49 19

ED FORM: 869-4

SECTION C (continued)

EDUCATIONAL PLACEMENT:	(G) CHILD WHO RECEIVED SPECIAL EDUCATION IN PRIVATE RESIDENTIAL FACILITY BY AGE CATEGORY			(H) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN HOMEBOUND/HOSPITAL PLACEMENT BY AGE CATEGORY		
	(19) 6-11	(20) 12-17	(21) 18-21	(22) 6-11	(23) 12-17	(24) 18-21
DISABILITY						
MENTAL RETARDATION	0	2	0	0	1	0
HEARING IMPAIRMENTS	0	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	2	0	0	0	0	0
VISUAL IMPAIRMENTS	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	23	50	1	0	3	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	1	0
OTHER HEALTH IMPAIRMENTS	1	4	0	0	6	0
SPECIFIC LEARNING DISABILITIES	2	8	0	0	3	1
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	6	2	0	2	9	2
AUTISM	0	0	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY*	-9			-9		
TOTAL:	34	66	1	2	23	3

*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

COMPUTED TOTALS	34	66	1	2	23	3
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ED FORM: 869-4

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

FORM EXPIRES: 7/31/2004

2001-2002 SCHOOL YEAR

STATE: MT - MONTANA

SECTION D: *DUPLICATED COUNT* OF CHILDREN WITH DISABILITIES
SERVED IN CORRECTIONAL FACILITIES

EDUCATIONAL PLACEMENT:	CHILDREN WHO RECEIVED SPECIAL EDUCATION IN CORRECTIONAL FACILITIES
DISABILITY	THROUGH AGE 21
MENTAL RETARDATION	2
HEARING IMPAIRMENTS	0
SPEECH OR LANGUAGE IMPAIRMENTS	0
VISUAL IMPAIRMENTS	0
EMOTIONAL DISTURBANCE	14
ORTHOPEDIC IMPAIRMENTS	0
OTHER HEALTH IMPAIRMENTS	3
SPECIFIC LEARNING DISABILITIES	15
DEAF-BLINDNESS	0
MULTIPLE DISABILITIES	1
AUTISM	0
TRAUMATIC BRAIN INJURY	0
DEVELOPMENTAL DELAY*	-9
TOTAL:	35

*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

COMPUTED TOTALS

35

SECTION E: *DUPLICATED COUNT* OF CHILDREN WITH
DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT
PLACED OR REFERRED BY PUBLIC AGENCIES

CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCY	
AGES 3-21	
TOTAL	122

ED FORM: 869-4

ORIGINAL SUBMISSION

CURRENT DATE: November 01, 2002

SECTION F: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY						COMPUTED TOTALS
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL	
(A) EARLY CHILDHOOD SETTING	65	0	10	17	548	640	640
(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING	58	6	10	9	468	551	551
(C) HOME	2	0	0	0	10	12	12
(D) PART-TIME EARLY CHILDHOOD/PART- TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING	91	3	1	4	232	331	331
(E) RESIDENTIAL FACILITY	0	0	0	0	1	1	1
(F) SEPARATE SCHOOL	0	0	0	0	1	1	1
(G) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)	7	2	0	0	138	147	147
(H) REVERSE MAINSTREAM SETTING (OPTIONAL)	0	0	0	1	3	4	4
(I) TOTAL(OF COLUMNS)	223	11	21	31	1401	1687	1687

The order of the categories does not reflect a continuum from least to most restrictive. The categories are alphabetized, with the exception of the two optional categories, which are listed at the end.

COMPUTED TOTALS	223	11	21	31	1401	1687
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ED FORM: 869-4

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

FORM EXPIRES: 7/31/2004

2001-2002 SCHOOL YEAR

STATE: MT - MONTANA

SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY						COMPUTED TOTALS
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL	
(A) SPECIAL EDUCATION OUTSIDE REGULAR CLASS LESS THAN 21% OF THE DAY	1312	68	73	160	8205	9818	9818
(B) SPECIAL EDUCATION OUTSIDE REGULAR CLASS AT LEAST 21% OF DAY AND NO MORE THAN 60% OF DAY	1033	35	54	128	4449	5699	5699
(C) SPECIAL EDUCATION OUTSIDE REGULAR CLASS MORE THAN 60% OF DAY	261	13	21	42	1396	1733	1733
(D) PUBLIC SEPARATE SCHOOL FACILITY	20	1	4	4	66	95	95
(E) PRIVATE SEPARATE SCHOOL FACILITY	0	0	1	1	8	10	10
(F) PUBLIC RESIDENTIAL FACILITY	10	0	0	1	80	91	91
(G) PRIVATE RESIDENTIAL FACILITY	21	1	6	3	70	101	101
(H) HOMEBOUND/HOSPITAL	5	0	5	0	18	28	28
(I) TOTAL (OF ROWS A-H)	2662	118	164	339	14292	17575	17575

SECTION H: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES REPORTED IN SECTIONS D & E

CORRECTIONAL FACILITIES	7	0	0	1	27	35	35
CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES	10	2	6	0	104	122	122

SECTION G COMPUTED TOTALS	2662	118	164	339	14292	17575
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ED FORM: 869-4

TABLE 3

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENT

2001-2002 SCHOOL YEAR

STATE: MT - MONTANA

COMMENTS

Sections A & B (Ages 3-5) - The totals vary from 2000-01 data. Training last year, we believe, helped to clarify definitions and ensure more consistent reporting of this age group.

Section B (Ages 3-5 by disability and setting) - Montana, by statute, allows schools to report students, ages 3-5, under the general disability category of "child with a disability", in addition to, or in place of, one of the specific federally-defined disability categories. Because federal reporting requires that students, ages 3-5, be reported under one of the federal categories, Montana encourages schools to report these students under one of those categories. As a result, 60% of students, ages 3-5, were reported under a federal disability category. The data reported in Section B were calculated by using the proportion of students, ages 3-5, who were reported under a federal disability category to break out the student count reported under the general category of "child with a disability". This procedure of break-out will be used in all future reports.

Section E (services plan) - There are substantially more students reported this year than in 2000-01. Reporting procedures ensure that schools report students who are provided services under a services plan by the school.